

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

045 Dale Ave

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: Paterson Public Schools	School: Dale Avenue School
Chief School Administrator: DR. DONNIE EVANS	Address: 21 Dale Avenue, Paterson, NJ 07505
Chief School Administrator's E-mail: devans@paterson.k12.nj.us	Grade Levels: Prek-2
Title I Contact: Marguerite Sullivan	Principal: Christine Johnson
Title I Contact E-mail: msullivan@paterson.k12.nj.us	Principal's E-mail: cjjohnson@paterson.k12.nj.us
Title I Contact Phone Number: 973-321-0402	Principal's Phone Number: 973-321-0410

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Critical Overview Elements

- The School held 25 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 76,750.00, which comprised _____% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 78,250.00, which will comprise 19 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
School Based Literacy Supervisor Salary	1,2,3	Job embedded professional development to build teacher capacity	Salary	\$21,828.00
School Based Literacy Supervisor Benefits			Benefit	\$3,072.00
School Based Math Supervisor Salary	1,2,3	Job embedded professional development to build teacher capacity	Salary	\$31,250.00
School Based Math Supervisor Benefits			Benefit	\$8,250.00
School Based SPED Supervisor Salary	1,2,3	Job embedded professional development to build teacher capacity	Salary	\$14,008.00
School Based SPED Supervisor Benefits			Benefit	\$5,288.00
School Based Data Supervisor Salary	1,2,3	Job embedded professional development to build teacher capacity	Salary	\$4,002.00
School Based Data Supervisor Benefits			Benefit	\$1,483.00

SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Reading Specialist Salary	1,2,3	Job embedded professional development to build teacher capacity	Salary	\$200,203.00
Reading Specialist Benefits			Benefit	\$55,286.00

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

****Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Christine Johnson	Principal	Yes	Yes	Yes	
Anna Carino	Vice Principal	Yes	Yes	Yes	
JoAnn McKinney	Reading Coach	Yes	Yes	Yes	
Denise Fatica	LLI Teacher	Yes	Yes	Yes	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
6/9, 6/3, 5/26, 5/19, 5/13, 5/5, 4/14, 3/3, 3/31, 3/17, 3/10, 2/10, 1/6, 1/13, 12/9, 11/18, 11/4, 10/28, 10/21, 10/14, 10/7, 9/30, 9/23, 9/16, 9/9		Comprehensive Needs Assessment	Yes		Yes	
6/9, 6/3, 5/26, 5/19, 5/13, 5/5, 4/14, 3/3, 3/31, 3/17, 3/10, 2/10, 1/6, 1/13, 12/9, 11/18, 11/4, 10/28, 10/21, 10/14, 10/7, 9/30, 9/23, 9/16, 9/9		Schoolwide Plan Development	Yes		Yes	
		Program Evaluation	Yes		Yes	
6/3						

****Add rows as necessary.***

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	To provide a rigorous aligned curriculum that is developmentally appropriate and fosters the emotional, social and academic needs of each child.
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SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? Yes, the plan was discussed and used to guide instruction, professional development and monitor student achievement.
2. What were the strengths of the implementation process? The implementation process allowed us to focus on the 3 priority problems as lessons were developed and provide instruction to meet student needs.
3. What implementation challenges and barriers did the school encounter? Proper scheduling to implement all district initiatives with fidelity was difficult.
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Strengths of the program allowed all lessons to be universal throughout the building and district.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Professional development through the district and on site supervisors provided support to all stakeholders.
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? Although most initiatives were introduced one year ago, additional new initiatives and ensuring all initiatives were implemented properly was

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

difficult. Through Grade level meetings, PLC's, learning walks, conferences, and faculty meetings we were able to measure staff perception.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? The community gave a positive outlook towards the school. This was evident through surveys, Parent Conferences, and PTO meetings.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? Through Grade level meetings, PLC's, learning walks, conferences, and faculty meetings we were able to deliver information for the programs.
9. How did the school structure the interventions? Intervention periods were embedded into the schedule (40 mins daily) to target literacy and math. Reading Recovery and LLI programs also provided intervention.
10. How frequently did students receive instructional interventions? 40 minutes daily.
11. What technologies did the school use to support the program? STAR assessments, progress monitoring and IPADs, learning programs on the computer, interactive whiteboards were used to enhance instruction.
12. Did the technology contribute to the success of the program and, if so, how? Yes, assessment results showed growth, and technology enhanced instruction.

****Provide a separate response for each question.***

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	NA	NA		
Grade 5	NA	NA		
Grade 6	NA	NA		
Grade 7	NA	NA		
Grade 8	NA	NA		
Grade 11	NA	NA		
Grade 12	NA	NA		

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	NA	NA		
Grade 5	NA	NA		
Grade 6	NA	NA		
Grade 7	NA	NA		
Grade 8	NA	NA		
Grade 11	NA	NA		
Grade 12	NA	NA		

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA		
Kindergarten	41/318 Students (12.9%) As of STAR Spring Testing window	32/219 As of STAR Spring Testing window	LLI daily with an LLI teacher in small group setting. Reading specialist provided small group instruction. Progress monitoring. Site based supervisors did demo lessons. 40 minute Intervention periods. Running records. Intervention and Referral Services (I&RS), one on one instruction, small group instruction.	Results showed the number of students below proficiency decreased.
Grade 1	3/21 Students (14.2%) As of STAR Spring Testing window	7/45 As of STAR Spring Testing window	Reading specialist provided small group instruction. Progress monitoring. Site based supervisors did demo lessons. 40 minute Intervention periods. Running Records. Intervention and Referral Services (I&RS), one on one instruction, small group instruction.	Results showed the number of students below proficiency decreased.
Grade 2		4/20 As of STAR Spring Testing window	Progress monitoring. Site based supervisors did demo lessons. 40 minute Intervention periods. Running Records. Intervention and Referral Services (I&RS), one on one instruction, small group instruction.	Results showed the students' scores increased by the spring testing window
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA		

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Kindergarten	28/316 As of Spring Testing results	22/218 As of Spring Testing results	Intervention and Referral Services (I&RS), one on one instruction, small group instruction, Site based supervisors did demo lessons. 40 minute Intervention periods.	Student growth on benchmark assessments. Results showed the number of students below proficiency decreased.
Grade 1	6/21 Students (28.5%) As of STAR Spring Testing window	10/58 As of STAR Spring Testing window	Intervention and Referral Services (I&RS), one on one instruction, small group instruction, Site based supervisors did demo. 40 minute Intervention periods.	Results showed the number of students below proficiency decreased.
Grade 2		5/20 As of STAR Spring Testing window	Intervention and Referral Services (I&RS), one on one instruction, small group instruction, Site based supervisors did demo. 40 minute Intervention periods.	Results showed the students' scores increased by the spring testing window
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Response to Intervention (RTI) Demonstration of Learning Multiple Response Strategies	yes	STAR Assessment results showed an increase. Walkthroughs Lesson Plans Observations	Star Assessment Results showed Scaled Score gains of 249 points from fall to spring assessments
Math	Students with Disabilities	Response to Intervention (RTI) Demonstration of Learning Multiple Response Strategies	Yes	STAR Assessment results showed an increase. Walkthroughs Lesson Plans Observations	Star Assessment Results showed Scaled Score gains of 228 points from fall to spring assessments
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Response to Intervention (RTI) Demonstration of Learning Multiple Response Strategies Pull out and push in	Yes	STAR Assessment results showed an increase. Lesson Plans Observations	Use of Demonstration of Learning and Multiple Response Strategies improved student performance. Assessment Results showed growth from fall to spring assessments.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		instruction			
Math	ELLs	Response to Intervention (RTI) Demonstration of Learning Multiple Response Strategies Pull out and push in instruction	yes	STAR Assessment results showed an increase. Lesson Plans Observations	Use of Demonstration of Learning and Multiple Response Strategies improved student performance. Assessment Results showed growth from fall to spring assessments.
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Differentiated instruction Retrieving STARS Data and analyzing the data to target instruction Writing Objectives & Demonstration of Learning (DOL) AchiveNJ TeachNJ Student Growth objectives Multiple Response Strategies Running records Guided reading Reading response form 40 minute daily intervention embedded in the schedule.	Yes	Walkthroughs, Lesson Plans, observations, teacher feedback, assessment results	100% of teachers implemented the strategies in their plans for LA and observed in teaching practices. Students demonstrated higher order processing in LA 100% of teachers included objectives and Demonstration of Learning in classroom practices and an increase of student achievement. 100% of teachers included multiple response strategies in classroom practices and an increase of student achievement. More targeting of student needs based on data results. Running records and guided reading allowed students to practice reading strategies and reading levels increased.
Math	Students with Disabilities	Differentiated instruction Retrieving assessment Data and analyzing the data to target instruction	Yes	Walkthroughs, Lesson Plans, observations, teacher feedback, assessment results.	100% of teachers implemented the strategies in their plans for LA and observed in teaching practices. Students demonstrated higher order processing in LA 100% of teachers included objectives and Demonstration of Learning in classroom

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Writing Objectives & Demonstration of Learning (DOL) AchiveNJ TeachNJ Student Growth objectives Multiple Response Strategies 40 minute daily intervention embedded in the schedule.			practices and an increase of student achievement. 100% of teachers included multiple response strategies in classroom practices and an increase of student achievement. More targeting of student needs based on data results.
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Writing Objectives & Demonstration of Learning (DOL) AchiveNJ TeachNJ Student Growth objectives LLI Running Records			100% of teachers implemented the strategies in their plans for LA and observed in teaching practices. Students demonstrated higher order processing in LA 100% of teachers included objectives and Demonstration of Learning in classroom practices and an increase of student achievement. 100% of teachers included multiple response strategies in classroom practices and an increase of student

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Guided Reading Multiple Response Strategies 40 minute daily intervention embedded in the schedule.			achievement. More targeting of student needs based on data results. Running records and guided reading allowed students to practice reading strategies and reading levels increased.
Math	ELLs	Writing Objectives & Demonstration of Learning (DOL) AchiveNJ TeachNJ Student Growth objectives Multiple Response Strategies 40 minute daily intervention embedded in the schedule.			100% of teachers implemented the strategies in their plans for LA and observed in teaching practices. Students demonstrated higher order processing in LA 100% of teachers included objectives and Demonstration of Learning in classroom practices and an increase of student achievement. 100% of teachers included multiple response strategies in classroom practices and an increase of student achievement. More targeting of student needs based on data results.
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Monthly assembly programs Parent teacher conferences Parent workshops on educational planning. Family Literacy Night Attendance Review Panel	yes	Sign in sheets Homework completed more frequently Attendance data	
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Monthly assembly programs Parent teacher conferences Parent workshops on educational planning.	yes	Assessment results Sign in sheets Homework completed more frequently	Increased parent awareness of student preparedness for their child's grade level. Students completed reading record sheets which showed more reading at home. Students reading levels increased a minimum

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Family Literacy Night Attendance Review Panel		Attendance data	of 1 level
Math	ELLs	Monthly assembly programs Parent teacher conferences Parent workshops on educational planning. Attendance Review Panel		Assessment results Sign in sheets Homework completed more frequently Attendance data	Increased parent awareness of student preparedness for their child's grade level.
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Principal's Name (Print)

Principal's Signature

Date

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	STAR, Unit Tests, Pre/Post Tests, Running records, Progress monitoring	Reading level results increased a minimum of 1 level
Academic Achievement - Writing	STAR, Unit Tests, Pre/Post Tests	Writing assessment results showed increase in rubric scoring by a minimum of 1 level
Academic Achievement - Mathematics	Unit Tests, Pre/Post Tests	School math assessment results showed an average of 89% met the benchmark.
Family and Community Engagement	Back to school night, PTO meeting, Women's Health Breakfast, Broadway Book Mobile, Family Literacy workshop, Parent Literacy Breakfast Mothers Day, Fathers day workshop, Action team meetings	Reading level results increased a minimum of 1 level, and completed correct homework.
Professional Development	STAR, Unit Tests, Pre/Post Tests, Running records, Progress monitoring	Overall Assessment results increased. Reading level results increased a minimum of 1 level, and completed correct homework. School math assessment results showed an average of 89% met the benchmark. Writing assessment results showed increase in rubric scoring by a minimum of 1 level.
Leadership	Principal Evaluation	Improve school attendance. Reading levels increased a minimum of 1 level.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
School Climate and Culture	School culture and climate meeting agendas	School climate improved
School-Based Youth Services		
Students with Disabilities	STAR, Unit Tests, Pre/Post Tests, Running records, Progress monitoring	Overall Assessment results increased.
Homeless Students		
Migrant Students		
English Language Learners	STAR, Unit Tests, Pre/Post Tests, Running records, Progress monitoring	Overall Assessment results increased.
Economically Disadvantaged	STAR, Unit Tests, Pre/Post Tests, Running records, Progress monitoring	Overall Assessment results increased.

2015-2016 Comprehensive Needs Assessment Process* *Narrative*

1. What process did the school use to conduct its Comprehensive Needs Assessment? Through various meetings, the school determined its needs. Once weaknesses were identified, program determinations were made.
2. What process did the school use to collect and compile data for student subgroups? The school did not separate students by subgroup.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? Testing conditions were consistent. State and District developed assessment results were used in determining needs for instruction.
4. What did the data analysis reveal regarding classroom instruction? The data reveals student reading level increased, Fluency is an area of focus to work on.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? Differentiated instruction continues to be a focus area based on inconsistencies throughout the building.
6. How does the school identify educationally at-risk students in a timely manner? Baseline assessments and classroom observations allowed us to identify at risk students.
7. How does the school provide effective interventions to educationally at-risk students? How does the school address the needs of migrant students? How does the school address the needs of homeless students? During the 40-minute intervention period given to each student daily, as well as placement into the I&RS process and action plans.
8. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? Through Grade Level Meetings and safety team meetings ongoing collegial dialogue and Site-based Supervisors collaboration with teachers.
9. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? Before the year ends pre school visits occur where preschoolers get to visit kindergarten classrooms. The school encourages parents to participate in all school events. Constant and consistent communication is maintained between parents and the school. Open House event before the year begins.
10. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? STAR Early Literacy results, Unit tests and pre/post assessments and running records were used to select priority problems for the school.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

**Provide a separate response for each question.*

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Increase fluency K-2	Differentiated instruction
Describe the priority problem using at least two data sources	As per running records, Unit assessment results, STAR reading/Literacy	Lesson plans, intervention groups, observation and walkthroughs, classwork/homework
Describe the root causes of the problem	Teachers must incorporate more opportunities for students to use texts at their reading levels (independent and instructional). Lack of vocabulary oral speaking word building word knowledge for students.	Teachers lack mastery in implementing various strategies to meet individual student needs. Need support in using data to drive instruction, analyzing the data. They need to be very familiar with the content and pre-requisite needed to teach the concepts.
Subgroups or populations addressed	All	All
Related content area missed (i.e., ELA, Mathematics)	NA	NA
Name of scientifically research based intervention to address priority problems	Imagine It! – Phonemic Awareness program Comprehension Clubs, Guided Reading, LLI, Reading Recovery, Fontas and Pinnel leveled library	Differentiated Instruction, Professional Development, Coaching, RTI, What Works Clearinghouse.com
How does the intervention align with the Common Core State Standards?	CCSS.ELA.Literacy RI.K.1, RI.K.2, L.K.6	RI.K.1, RI.K.2, L.K.6, ELA W.K.1, CCSS ELA RF.K2, RF.K.3, CC.MA.K.1, CC.MA. K.2, CC.MA.k.3, CC.MA.1.NBT.1

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Writing/word knowledge	
Describe the priority problem using at least two data sources	As per student writing samples, journals, unit assessments, daily writing samples	
Describe the root causes of the problem	Teachers lack mastery in implementing writing strategies. Teachers don't integrate writing throughout the other subject areas	
Subgroups or populations addressed	All	
Related content area missed (i.e., ELA, Mathematics)	N/A	
Name of scientifically research based intervention to address priority problems	Writer's Workshop, 6+1 traits Self-Regulated Strategy Development(SRSD) is a flexible instructional model that complies with that mandate by helping students explicitly learn the same kinds of planning, drafting, and revising strategies that are used by highly skilled writers (see Graham and Harris [2005b] for a full description of 20 validated strategies).	
How does the intervention align with the Common Core State Standards?	CCSS ELA W.K.1	

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) strengthen the core academic program in the school;					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Guided Reading	Teachers Leveled Literacy Instruction Teacher Reading Specialist	Increase in Unit Tests scores, Increase reading levels, increase vocabulary through oral speaking, reading and answering questions	Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). <i>Improving reading comprehension in kindergarten through 3rd grade: A practice guide</i> (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides .
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Guided Reading	Teachers Leveled Literacy Instruction Teacher Reading Specialist	Increase in Unit Tests scores, Increase reading levels, increase vocabulary through oral speaking, reading and answering questions	Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). <i>Improving reading comprehension in kindergarten through 3rd grade: A practice guide</i> (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
					whatworks.ed.gov/publications/practiceguides.
Math	ELLs				
ELA	Economically Disadvantaged	Guided Reading	Teachers Leveled Literacy Instruction Teacher Reading Specialist	Increase in Unit Tests scores, Increase reading levels, increase vocabulary through oral speaking, reading and answering questions	Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). <i>Improving reading comprehension in kindergarten through 3rd grade: A practice guide</i> (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides.
Math	Economically Disadvantaged				
ELA	All	Provide explicit instructional and supportive practice in the use of Leveled Literacy Instruction, Differentiated Instruction, and progress monitoring, reading recovery	Teachers Leveled Literacy Instruction Teacher Reading Specialist	Evidence of consistent improvement in student reading achievement. Students will use a variety of comprehension strategies. Identify more accurately strategies based on data to meet individual student needs.	Garet, M. S., Cronen, S., Eaton, M., Kurki, A., Ludwig, M., Jones, W., Uekawa, K., Falk, A., Bloom, H., Doolittle, F., Zhu, P., & Sztajnberg, L. (2008). <i>The impact of two professional development interventions on early reading instruction and achievement</i> (NCEE 2008-4030). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
Math					

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA					
Math					

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

**Use an asterisk to denote new programs.*

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Edviation, Guided Reading, Writers Workshop, Data Driven GLM	Teachers Site-based Supervisors Principal Vice Principal	<ul style="list-style-type: none"> • Increase in student scores on assessments • Lesson plans • Agendas • Walkthroughs • Observations • Increase in oral speaking • Integration of writing in all areas • Differentiated assessments • Increase in student engagement 	Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from http://ies.ed.gov/ncee/edlabs
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA		School based On-site Instructional Teams consisting of one content area Supervisor of LAL, MATH, SPED and ELL, will provide consistent and data driven support for the instructional programs at each of the non- categorized school. In addition, a Data Supervisor, PD Coordinator, a Data Assessment Supervisor, and two NCLB Supervisors will collaborate to support the principals in analyzing programmatic and operational data to inform effective and engaging instruction in	The On-site Instructional Supervisor Teams Principals NCLB Supervisors	Lesson Plans Agendas Sign in Sheets Unit tests, STAR results,	Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides . Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) *In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		each classroom. The Supervisory team members will also conduct both long and short observations.			ies.ed.gov/ncee/wwc/publications/practiceguides Marzano: Classroom Instruction that Work Systematic vocabulary instruction pg. 123-124 Daniel Pink: A Whole New Mind Partnership For 21st Century Skills
Math	All	IFL Conceptual based model	The On-site Instructional Supervisor Teams Principals NCLB Supervisors	Lesson Plans Agendas Sign in Sheets Unit tests, STAR results,	ies.ed.gov/ncee/wwc/publications/Research has associated interventions incorporating explicit instruction with improved outcomes for students with learning difficulties for both basic skills and higher-level concepts (Baker, Gersten, & Lee, 2002; Biancarosa & Snow, 2004; Gersten et al., 2009; National Reading Panel, 2000; Swanson, 2000; Vaughn, Gersten, & Chard, 2000).

**Use an asterisk to denote new programs.*

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? Principal, District Office administrators from Curriculum and Instruction and Federal Title 1. Evaluation will take place 3 times per year.
2. What barriers or challenges does the school anticipate during the implementation process? Scheduling and fidelity to the program.
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? Grade Level Meetings, Professional Learning Communities, collegial collaboration, conversations
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? School created surveys, Reflection Sheets asking for expectations and goals for the year.
5. What measurement tool(s) will the school use to gauge the perceptions of the community? Parent survey during Back to School Night.
6. How will the school structure interventions? An intervention period is worked into schedules for forty minutes daily, LLI and Reading recovery.
7. How frequently will students receive instructional interventions? 40 minutes daily minimum.
8. What resources/technologies will the school use to support the schoolwide program? LLI and Reading recovery, STAR assessments, progress monitoring and IPADs, learning programs on the computer, interactive whiteboards were used to enhance instruction.
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? Unit Tests, STAR, Pre/Post tests, Running Records, LLI and Reading recovery data.
10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Progress Reports, Report Cards, Staff Meetings, Grade Level Meetings, Professional Learning Communities, letters to parents, newsletters, and the website.

****Provide a separate response for each question.***

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	All	Back to school night Report Card distribution Open house Placement k testing	Principal Vice Principal All school	Sign in Sheets	Educational Psychology Review, Vol. 13, No. 1, 2001 Parental Involvement and Students'

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Parent information session for incoming staff	Staff		Academic Achievement: A Meta-Analysis Xitao Fan ^{1,3} and Michael Chen ²)
Math					

**Use an asterisk to denote new programs.*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? The Family and Community engagement program will assist schools in addressing outlined issues through providing access to parent education programs such as Paterson Parent University, and the development of school action teams. In addition, the department will provide parent coordinators to provide parental issue resolve, and to coordinate the access of resources to parents to increase student achievement.
2. How will the school engage parents in the development of the written parent involvement policy? Parents will be engaged in the development of their parent involvement policy via school based PTOs, District-Wide PTO Leadership activities and School-based Action Teams.
3. How will the school distribute its written parent involvement policy? The district parent involvement policy is accessible via the district website and is available for paper distribution via the school's parent center and/ or main office if needed.
4. How will the school engage parents in the development of the school-parent compact? Parents will be engage in the development of the school-parent compact through involvement in their school-based PTO and school-based Action Team.
5. How will the school ensure that parents receive and review the school-parent compact? Parents will receive a copy of their school-parent compact as part of their Welcome Back to School packet and the school –compact will be available in the school's parent center and/or main office. The Compact will also be accessible via the district and school Website

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

6. How will the school report its student achievement data to families and the community? Report cards, progress reports.
7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?
8. How will the school inform families and the community of the school's disaggregated assessment results? The school will send a form letter, giving student scores in STAR Early Literacy and Unit Tests, along with an explanation of the assessment.
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? We send out invitations for parents to come join us. We also send out a monthly calendar of events. The district will involve families and the community in the development of the Title I school wide plan via annual committees consisting of PTO leaders, district Staff members and community stockholders.
10. How will the school inform families about the academic achievement of their child/children? Report cards, parent assessment result letters.
11. On what specific strategies will the school use its 2015-2016 parent involvement funds? The District's Parent University Program will offer courses to parents on ESL, GED attainment, homework workshops, etc. The district will involve families and the community in the development of the Title I school wide plan via annual committees consisting of PTO leaders, district Staff members and community stockholders.

****Provide a separate response for each question.***

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	Tuition reimbursement , professional development opportunities, district and building administrator support
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	30	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Tuition reimbursement , professional development opportunities, district and building administrator support	Human Resources, building administrators